EFFECTIVENESS OF CURRICULUM & DELIVERY MECHANISM: A STUDY OF PRIMARY SCHOOLS IN DELHI

SHORT SYNOPSIS

Submitted in partial fulfilment of the requirement of the degree of

DOCTOR OF PHILOSOPHY

to

Manav Rachna International Institute of Research and Studies (Deemed to be University)

by

MOHITA BHARDWAJ

Reg. No.18/Ph.D/040

Under the supervision of

Dr.Deepti Dabas Hazarika

Professor, Faculty of Management Studies

FACULTY OF MANAGEMENT STUDIES

MANAV RACHNA INTERNATIONAL INSTITUTE OF RESEARCH & STUDIES

SECTOR-43, SURAJKUND –DELHI ROAD, FARIDABAD – 121001

FACULTY OF MANAGEMENT STUDIES

Certificate

I hereby declare that the short synopsis "EFFECTIVENESS OF CURRICULUM& DELIVERY MECHANISM: A STUDY OF PRIMARY SCHOOLS IN DELHI" is being submitted in partial fulfillment of the requirement for the degree of Doctor of Philosophy in management under faculty of management of Manav Rachna International Institute of Research & Studies, Faridabad during the academic year 2018-19.

It is a bonafide record of original work carried out under the supervision of Dr.Deepti Dabas Hazarika and has not been submitted in full or part to any other university or institute for degree or diploma. Further, it is certified that short synopsis is plagiarism free and proof has been submitted.

Mohita

(Mohita bhardwaj)
Reg. No.18/Ph.D/040

Signature of the Supervisor
Full name, designation and faculty
Dr. Deepti Dabas Hazarika, Professor, FMS

(Chairperson, DRC)

Chairperson, CDP

ABSTRACT

Education is not only about studying, appearing in exams and getting decent marks. Rather, education is that tool which benefits all throughout the life. It is not an immaterial term. Education is demonstrated in the advancement of a person whether it is individual, cultural, philosophical, economic, spiritual, scientific, or social. In other words, education is the means for developing the mind for the betterment of the individual and society. Further, character development is an inseparable part of education. We intend to study the effectiveness of curriculum in primary schools and the shortcomings of the curriculum in achieving the desired goals of education. We also tend to analyze various aspects of curriculum along with various determinants in quality education. The current research further recommends a set of initiatives that would be helpful in improving primary education in India and help the policy makers setting up an effective curriculum that is realistic and achievable. For this research work, we will be using semi-structured question papers along with interviews. The key stakeholders (students, parents, teachers and school management) will be asked to fill a questionnaire and will be interviewed on the various aspects of curriculum, curriculum delivery, impact on students, quality parameters, shortcomings and their expectations from the curriculum.

Keywords: Education, Curriculum, Effectiveness, Primary schools, Education quality, Determinants in education quality.

Table of Contents

1. Introduction.....5
1.1. History of Education in Vedic Era and During British India:.....5
1.2. Education System in India Post-Independence: 7
1.3. Present Status of School Education in India 7
1.4. Curriculum Development and Implementation Bodies in India.....9
1.5. Enrolment Ratio at Primary Education Level.....10
1.6. Right to Education and New Education Policy.....10
2. Literature Review 11
2.1. Cognitive Development and Learning Ability in Children.....11
2.2. Contemporary Models of Education.....13
2.3. Quality Parameters for Effective Education and Delivery.....14
2.4. Stakeholders in Curriculum and Education Effectiveness.....15
2.5. Current State of Primary Education curriculum and delivery in India.....16
2.6. Research Gap 17
3. Description of Topic 17
4. Objectives of the Study.....18
5. Research Methodology 18
5.1. Research Design.....18
5.2. Sample Area.....19
5.3. Method of Data Collection 19
5.4. Sampling Units and Sample Size 19
5.5. Analysis of Data 20
6. Proposed Outcome of the Research 20
References.....20

1. Introduction

Education in Latin refers to Educare, "means to nourish, to bring up". Aim of education is character formation and personality development. Eating, sleeping, mating and defending are common activities for man and animal; but what separates human beings from animal is education.

India has a rich tradition of education and learning that starts more than 5000 years ago. The world acknowledges our great past and often has learnt from it. Acknowledging the contribution of Indian education system; Albert Einstein says, "We owe a lot to the ancient Indians, teaching us how to count. Without which most modern scientific discoveries would have been impossible."

1.1.History of Education in Vedic Era and During British India:

The education system of ancient India had a very unique feature which no other country in the world ever had; called Gurukula. Students used to live in the *kula* (family) of their *Guru* and learnt *Vedas* (Sacred Scriptures) and other subjects under the guidance of Guru for a minimum duration of 9 to 12 years. The teacher (Guru) recognized capability of his students and as per the capability of the students' knowledge was imparted. Students were taught Shastras and *Vedas* (Kurian, 2003).

Relationship between Guru and the students was of utmost importance in the Gurukula system and the idea of education was centred on liberation and control of mind (Chouhan, 2016).

In the Gurukula, the curriculum included the 'whole' Veda (Ṛigveda, Sāmaveda, Atharvaveda and Yajurveda) along with with Rahasyas, Education means the scholars understand the four Vedas with six vedangas (Veda + Angas). These vendangas were first described in the Muṇdaka Upanishad: "Siksha (Phonetics), Chandas (Metrics), Kalpa (Ritual), Nirukta (Etymology), Jyotisha (Astrology) and Vyakarana (Grammar). The students were also taught sciences like Dharmasastra (LAWS), Arthasastra (Economics), and Sastra-vidya (Warfare), Kala (Fine Arts). 'Rahasyas' means esoteric treatises, Upanishads, or the secret explanations of the Veda. Thus, the students emerging from this system, emerged as responsible citizens. Gurukula provided an all-round personality development of the student (Selvamani, 2019).

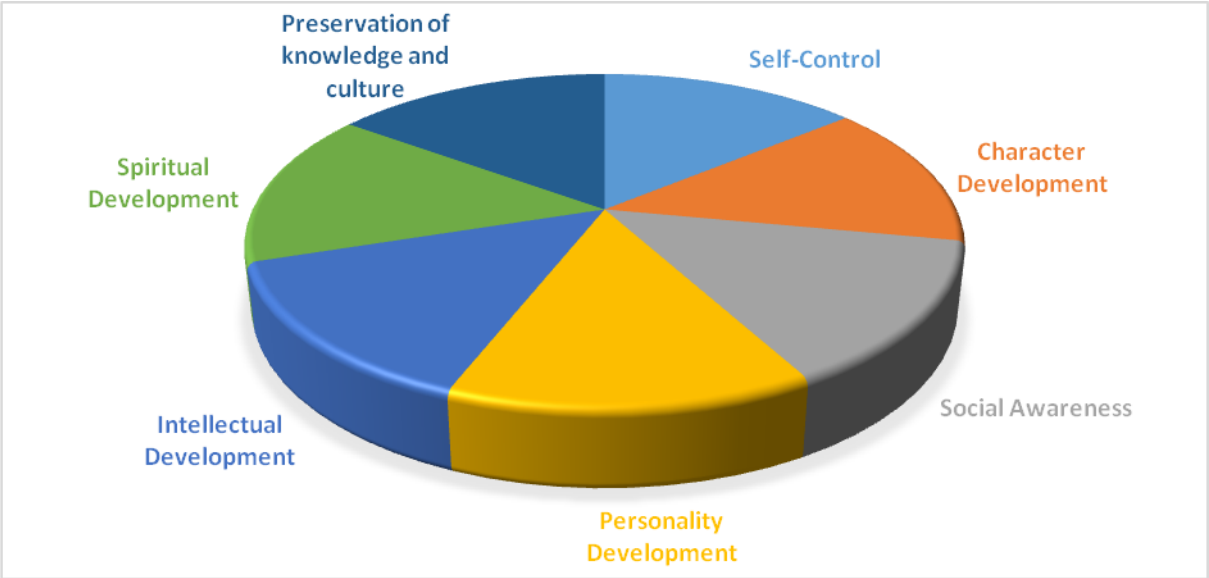


Figure-1; All-round development of student in Gurukula system

(Source: Self).

The idea of zero, the decimal system, numeral notations, binary numbers, algorithm, theory of atom, helicocentric theory, Ayurveda, plastic surgery, cataract surgery, metallurgy are all originated from India. Bharat (India) was the first nation to derive zinc by the distillation process, a technique from ancient alchemy.

During the British era, western pedagogy ushered in two major changes in the Indian education system- it brought in print technology to replace the oral method and removed the teacher from the centre bringing in the academic administrators. The British uprooted the Gurukula system as it would have retained the primacy of the indigenous teacher, the traditional notion of the Guru, which was beyond their ken and eluded their control. In 1835, Lord Macaulay (in 1835), gave his point of view for the Indian Education System known as Macaulay's Minute. Macaulay advocated English over Arabic or Sanskrit as a medium of education. Macaulay mentions in his famous Macaulay minutes that "It is, I believe, no exaggeration to say that all the historical information which has been collected from all the books written in the Sanscrit language is less valuable than what may be found in the most paltry abridgments used at preparatory schools in England." It is not wrong to say that his statements were motivated to prove supremacy of British culture and education system over Indian education system.

Literacy rates during the British era was significantly low and rose at a very miniscule pace. In 1881 it was 3.2 % and it rose to 7.2 % in 1931 and 12.2 % in 1947 (Shah, 2013).

1.2. Education System in India Post-Independence:

Soon after gaining the independence in 1947; making arrangements for the education was a great challenge. It was required that the learning content is given a practical basis as it was of a theoretical and general nature from the very start of the British rule. The development of India's economy was very slow under British rule. India's economy was developing and it required skilled workers, technicians, teachers, doctors, engineers and scientists. The number of colleges at the time of Independence was very low (591 colleges) and same was the enrolment of the students. (Komow, Khanna and Sharma, 2012).

Over the years India changed globally, socially, and economically. Literacy rate rose to 74.04% and it was evident from the 2011 census. The below table shows the literacy rates over the years. For the census 2011, literacy was defines as a person aged 7 and more, who is capable of reading and writing with understanding in any language.

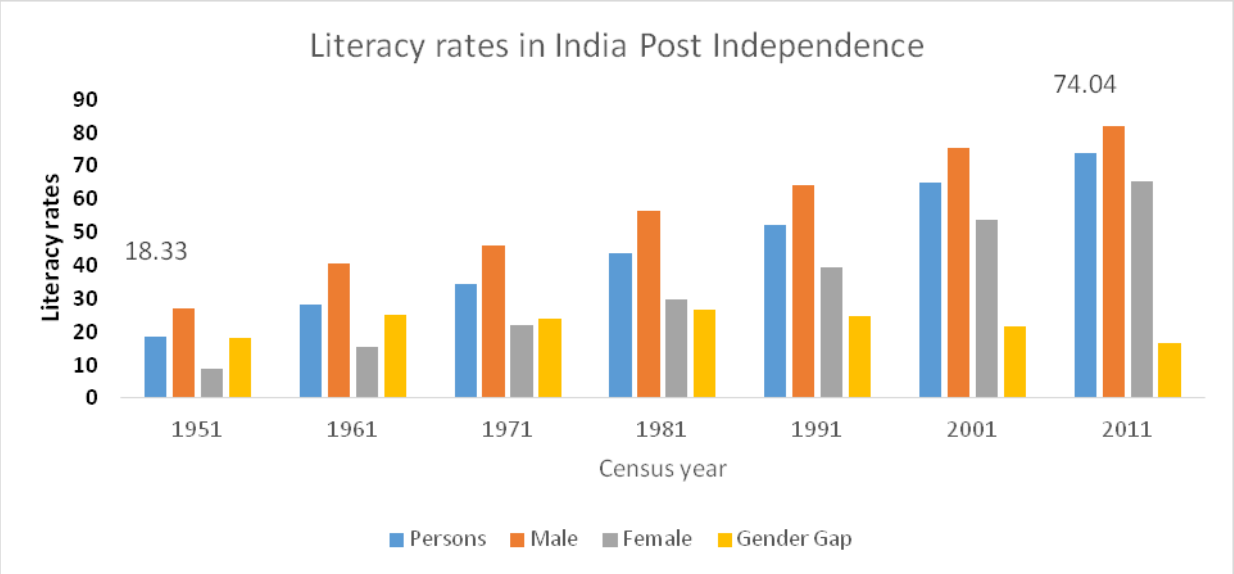


Figure 2: Literacy rates in India as per Census, 2011

(Source- Census of India, Office of Registrar General, India, 2011).

Over the years a number of commissions or policies were drafted for improvement in education sector: The University Education commission (year 1948-1949), Report of Education Commission (year 1964-1966), National policy on Education (year 1968), Draft policy on Education (year 1978), National Policy on Education (year 1986), and National Policy on Education (year 1992), were a few major landmarks that India saw during this time period.

1.3.Present Status of School Education, India

India follows a uniform system of school education, known as 10+2 system. It contains different stages with pre-primary, primary, middle, and secondary stages counted as the first 10 years of general educations and 2 years of subject oriented senior secondary education.

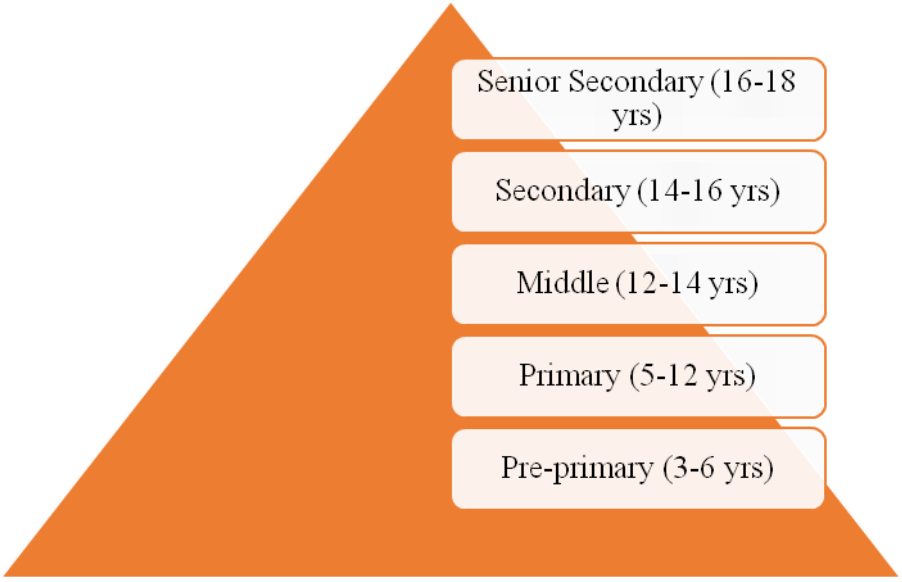


Figure 3: Education System at a glance
(source: Self)

a) Pre-Primary Stage:

This stage is known with various names for varying level of classes, starting from – prenursery, -nursery, -KG, -LKG (Lower Kindergarten) and -UKG (Upper Kindergarten). In India, preschool education is provided by private schools and government ICDS (Anganwadi) centres.

b) Primary Stage:

The time period of study in this stage is 4 years to 5 years. Subjects include Hindi, Mathematics, English, General Knowledge and Environmental Science. This stage is known as Elementary Education and it is provided for free in government run schools. Government has made elementary education compulsory for children between the age group of 6 to 14 years. It mainly covers from class 1 to class 4 or 5.

c) Middle- Stage:

This stage of education covers 3 to 4 years and is formed by 5 -8 class. The schools that impart education up till 8th class are also known as – High School or Senior School.

d) Secondary-Stage:

Secondary Stage of education covers 2 to 3 years of academic study and starts with classes 8 to 10. The schools that impart education up to class 10 are also termed as High School, Senior School, Secondary School, etc.

e) Senior Secondary -Stage:

Senior Secondary Education is for 2 years. Senior Secondary Schools include classes 11 and 12. At this level, students can choose their preferred stream with preferred subjects. Students

can have Arts or Commerce or Science (medical & non-medical). The schools that provide education till class 12 are also termed as Senior-Secondary School or Higher Secondary School.

After schooling gets over the students can enroll for undergraduate stage (3-4 years) and then may go for Post-graduate Stage – Postgraduate education in India is of 2 to 3 years. These courses are termed as Masters courses or Doctorate (PhD) courses.

1.4. Curriculum Development and Implementation Bodies in India

Kumari and Perumalil (2018) define curriculum as the academic content/syllabi taught in a school. In total, it comprises of the knowledge and skills, a child is expected to learn in class or outside class as a part of systematic formal education. John Franklin Bobbitt explains curriculum as the course of experiences and deeds that prepares the students for their future. He was of the opinion that people should not be taught what they would never use.

The requirement of curriculum lies in its concept that focuses on relating education to the social, economic, political, environmental, and technological demands of the society; applying effective teaching and learning methods, and; evaluation of teaching and learning processes in a society (Chaudhary GK and Kalia R, 2015). The key institutional bodies responsible for curriculum development and implementation are listed below:

National Council of Educational Research and Training – NCERT

Apex Body for curriculum related mattters

Advices state and central government

Central Board of Secondary Education – CBSE

Comes under the purview of central government

Board of Education for Public and private schools

Council of Indian School Certificate Examination – CISCE

Private, non-governmental board of school education in India

State Government Education Boards

Created to serve the education needs of the people at the state level

National Institute of Open Schooling Board

Educational board of national level established by the Government of India and the Ministry for Human Resource Development

This board meets the educational needs of students who cannot attend regular schools

International Schools

International schools in India are affiliated txxo the International Baccalaureate Programme and/or the Cambridge International Examinations

Follows different examination systems and boards from that of the Indian Boards

Figure 3: Institutional bodies responsible for curriculum development and implementation (Source: Self)

1.5.Enrolment Ratio at Primary Education Level

Gross Enrollment ratio: number of students enrolled in given level of education/ population of the age group that officially corresponds to the given level of education. A higher GER indicates higher degree of enrollment.

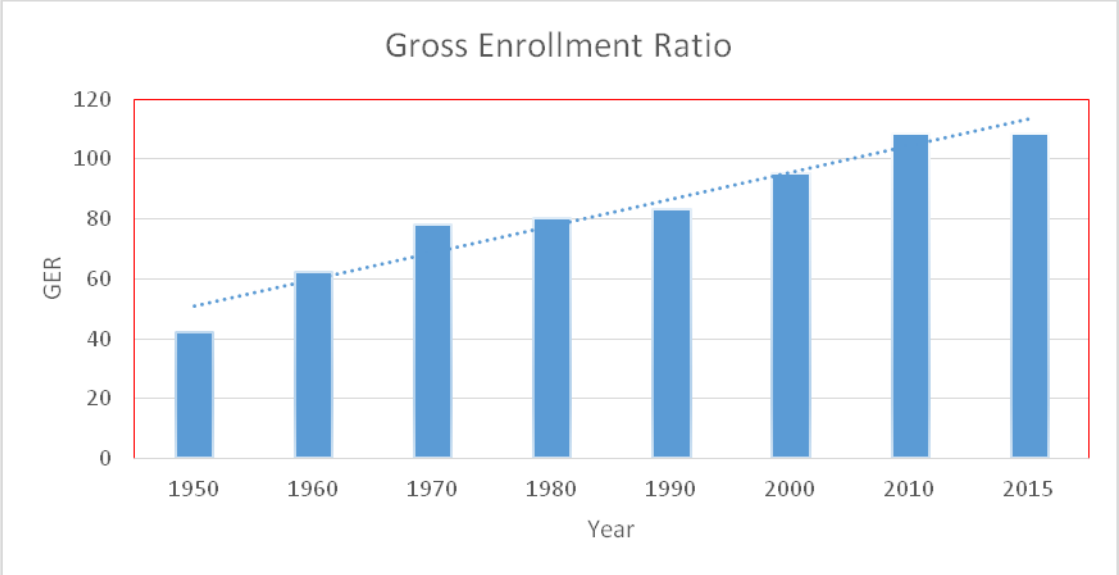


Figure 4: Gross Enrollment Ratio at Primary School Level
(Source: CEIC data, 2015)

1.6.Right to Education and New Education Policy

India is working for universal elementary-education. Indian Constitution (86th Amendment) Act, 2002 inserted Article 21-A that provisions for free and compulsory education of all children in the age group of 6 to 14 years. It is a Fundamental Right for all students in this age group. This right makes it mandatory for all schools (run by government) that they will provide free and compulsory education. RTE also provides for the Pupil Teacher Ratios, curriculum development, and prohibits punishment and mental harassment to the children.

Unfortunately, there are few things like 'no fail policy' (no child from class 1 to 8 will fail irrespective of how poorly the child performs in exams) and an evaluation system that merely focuses on cognitive learning outcomes and not on the non-cognitive learning outcomes are considered some of the deficits of this act (Kaushal, 2012).

With a vision of strengthening its education system, India is at the verge of drafting and implementing its National Education Policy 2019. Quality education to all at early childhood level, fundamental literacy and numeracy by 2025, introduction of a new education system (5+3+3+4), flexible curriculum choice to students are some of the salient features of the policy (National Education Policy 2019).

2. Literature Review

Literature review means a detailed summary of previous research done on a topic. The literature review identifies scholarly articles, books, and other sources relevant to a particular area of interest and research.

2.1.Cognitive Development and Learning Ability in Children

Children as they grow undergo cognitive development and this corresponds to their ability to learn certain specific things. Piaget in his theory of cognitive development segregates the cognitive development into 4 stages namely Sensorimotor stage (stage 1), Pre-operational stage (stage 2), Concrete operational stage (stage 3), and Formal operational stage (stage 4) (Huitt and Hummel, 2003).

Stages	**Age Range**	**Description**
Sensorimotor (Infancy)	Up to 2 years	- Intelligence demonstrate through motor activity (without use of symbols) - Knowledge based on physical interaction and experiece - Memory acquired at about 7- months of age - Mobility allows a child to develop new intellectual ability - Some symbolic abilities start developing by end of this stage
Preoperational (Toddler & early childhood)	2 years to 7 years	- Intelligence is demonstrated via use of symbol - Use of Language matures - Imagination and Memory are developed - Non-logical thinking and nonreversable - Egocentric thinking

Concrete Operational (elementary & early adolescence)	7 years to 11 years	- Intelligence demonstrated via systematic and logical use of symbols related to concrete objects - Conversation in 7 patterns (number, length, liquid, mass, weight, area, volume) - Development of operational thinking (reversable thinking) - Egocentric thoughts diminishes
Formal Operational (adolescence & adulthood)	11 years - onward	- Intelligence demonstrated via logical use of symbols related to immaterial concepts.
		- Egocentric thoughts return during the early stages - Create hypothesis and test

Table 1: Cognitive development and learning ability in Children based on Piaget's theory

(Source: Huitt and Hummel 2003)

Many pre-primary & primary schools have been modelled basis theory of cognitive development. The learning should be constructive with discovery learning & developing interest of child as the key focus areas. Basis this theory it is recommended that the students abilities should be challenged by teachers and students but they should not present a curriculum that is beyond the child's cognitive level.

Simatva (2010) researched on Piaget's theory implication at the school level. At the preoperational stage (2-7 years) which covers some portion of our primary schooling, the children learn to associate words and symbols with objects. Let us take an example to understand the cognitive growth in this period. If some colored water is poured back and forth between a 100 ml beaker and 300 ml beaker; a 4-year-old will maintain that the beaker with a high level has more water. A somewhat grown up child will become upset to see what he believed and what is the result. A more mature child in this age group will be able to understand why the levels are appearing different (Principle of conservation). The child should be able to comprehend the principle of conservation before he can be taught the concept of numbers. The curriculum during this time should focus and encourage the teacher to talk more to the child and read to them. The child should be encouraged to speak up but only when their turn comes up; this helps them to be active listeners as well.

The major portion of our primary schooling falls in the concrete operation stage. The two basic objectives of curriculum at this level should be:

1. the child should be able to learn basic skills (in reading, writing and calculating simple arithmetic).
2. The student should develop and accept his/her own aptitude for schooling

At this level the child also starts developing the concept of right and wrong and any act should be discussed as it occurs. The teacher should encourage the students to think why certain act is good or bad.

Further, Sankaran (2015) in his article on Indian Education crisis mentions about the development of curriculum based on different phases of child development using Steiner education model. For the first 7 years, a child learns by using skills of imitation (in this phase a child imitates whatever he sees). The next phase as per Steiner model is from 8-14 and their primary way of learning during this phase is by imagination. In the last 7 years cycle from 15 -21 the main motivation to learn is the search for value and truth. In the early phase of life the child learns naturally, and we should avoid bothering them with a curriculum and routines to distract them from natural process of learning. The article says that the current curriculum is not essentially enabling but is somehow burdening the students. The article puts stress on teaching values and skills with use of as limited subjects as possible.

These studies show that learning is a function of cognitive development and as the child grows it enables him to gain some specific skill sets. While preparing and delivering curriculum the level of cognitive development should be taken care of; so that it becomes more palatable to the students.

2.2.Contemporary Models of Education

Let us now see what primary school curriculum other countries have adopted. Below is a comparative analysis of the curriculum adopted by India, USA and Japan. We can see that although all these countries have a structured system of education; the curriculum in USA and Japan seems more focusing on skill and ability development and it encourages the students to express their feelings and opinions from a very early age.

Features	**India**	**USA**	**Japan**
System of Education	5+3+2+2 (5 years, Primary education + 3 years of middle, 22 years of secondary and senior secondary school)	5+3+4 as most common system (5 years, primary education, 3 years, mid years and 4 years, high school)	6+3+3 (6 years, primary education, 3 years, mid years and 3 years, high school)
School type	Private + Public schooling	Private + Public schooling	Private (0.01%)+ Public schooling
Status	Comes under free and compulsory education	Comes under free and compulsory education	Comes under free and compulsory education
Books	Provided for free in Public schools	Provided free of charge	Provided free of charge

Meals	Depending on school may be provided by school or by parents	Depending on school may be provided by school or by parents	School lunch is an integral part of school life as well as educational activities
Curriculum	**Grades 1 & 2** -1 language -Maths -Art of healthy & productive living **Grades 3 to 5** -1 language -Maths -Environmental Study -Art of healthy & productive living. Traditional Nature. Emphasize more on core subjects. Sports and extracurricular activities are optional (do not hold the same importance).	For the elementary education the student usually learns: -basic arithmetic & sometimes rudimentary algebra in maths -English (such as basic grammar, spelling, and vocabulary) -maths, -social studies subjects, -science, -Physical development study, -fine arts, -and reading. Sports and extracurricular activity hold equal importance as core/main subjects.	**Grade 1 & 2** -Japanese language -Arithmetic - Living environment studies -Music -Art and Handicrafts -Physical Education -Moral Education -Special activities **Grade 3 and 4** (subjects in addition to that of Grade 1 and 2) -Social Studies -Science -Period for integrated studies **Grade 5 and 6** (subjects in addition to Grade 3 and 4) - Home Economics - Foreign language activities

Table 2: Curriculum in India, USA and Japan

(Source: Self)

While we see that the Indian curriculum seems more theory based; the curriculum in USA has more focus on the social studies, physical development and fine arts. The curriculum for Japan is more structured and involves subjects like music, art and handicrafts, physical education during the early years. Moral education is an integral part of Japanese education system.

2.3.Quality Parameters for Effective Education and Delivery

Parasuraman, Zeithaml, and Berry (1985) describe the 5 major parameters of service quality (SERV-QUAL Model) as tangible, reliable, responsive, assurance and empathy. Since, educations is also a service, let us see how these parameters fit in terms of education.

Dimension of Quality	**In terms of Education**

Tangible	- School building - Classrooms/space - Modern looking equipment
	- Neat and clean school staff - Infrastructure facilities - Mid-Day Meals - Transport facility
Reliability	- Ability to promise and perform - Desired skill development in the students
Responsiveness	- Taking responsibility of the children - Willingness to help and support - Time for each student
Assurance	- Behavior of the teacher with students to boost confidence - Consistently courteous - Knowledge to answer the questions and grievance management
Empathy	- Individual attention - Understanding the needs of the student - Protecting the interest of different stakeholders

Table 3: Quality Parameters in Primary Education

(Source: Self)

2.4.Stakeholders in Curriculum and Education Effectiveness

A stakeholder is any individual or group who has interest in the success of a service or organization. When it comes to education; it has many stakeholders with their different interests on stake.

Figure 5: Stakeholders in effective curriculum and education (Source: Self)

2.5.Current State of Primary Education curriculum and delivery in India

The usual question that is asked is why students are not able to follow the curriculum or are so far behind the curriculum? But the more burning question is "why the curriculum is so much ahead of the students?

As per a report published in Times of India Jan 30, 2014; UNESCO finds Indian syllabi too ambitious. As per the report, India's curriculum, which outpaces what pupils can realistically learn and achieve in the time given, is a factor in widening learning gaps.

Pritchett and Beatty, 2012 analyzed the negative consequences of overambitious curricula in developing countries in primary education. The neglect of cognitive development stages while designing the curriculum results in curricula gap (gap between learning potential and curriculum pace) Pritchett and Beatty showed that majority of children spend years of education and instructions with no progress on basics. They used a simulation model to show that if the pace of curricula is faster then the learning ability of the students then it can adversely affect the learning process. The simulation showed that just because of a gap between curricular and actual pace; two countries with exactly the same potential learning could have massively divergent learning outcomes. The country which goes faster had much lower cumulative learning. Further, learning could go faster if curricula and teachers were to slow down. As per the study four out of five Indian children who enter a grade unable to read, leave at the end of the school year without gaining any reading skills. They further concluded that 7 out of 8 students make no skill-based progress in an academic year. This is a colossal waste of the resources allocated to ‘educate’ India’s millions of students.

The teacher is accountable for completing the curriculum and focuses on completing the prescribed syllabus. If a child falls behind, he stays behind, and the entire class moves ahead. Rather, during primary schooling focus should be on mentoring and developing a personal relationship with the children. This is the stage where the child should be taught the basis life skills and it is critical that the teacher listens carefully, observes and finds out the needs for the children. If the children are helped at this stage, they will be stronger and will be way ahead during their middle and high schools. However, in the current scenario mentorship in primary schooling is a missing factor.

2.6.Research Gap

The literature review focusses on and provides information of research done on the cognitive development of the children across different age groups, contemporary models of education, the quality parameters for effective education and delivery and the key stakeholders in curriculum and education effectiveness. Through the literature review we see that primary education is the founding base and determining factor for overall growth of a person. As per literature review, we also see that in the developed countries the formal education begins at a later stage and more focus is on the skill development; while in India, a formal education is started from a very early stage thus burdening the students with overambitious curriculum and hindering their natural learning process. Effectiveness means the ability to produce desired results and effectiveness of primary education would mean that the curriculum and its delivery is able to produce, support and enhance the skills that are desired at this age group.

The primary curriculum seems unbalanced in its approach in feeding too much abstract knowledge to the students while ignoring the overall personality development of the child that is anticipated; thus, leaving the students less innovative and more theoretical. From the literature review we see that the learning abilities depend on the cognitive development. A child of a certain age group is receptive for some specific set of skills and mode of teaching/mentoring and this should be taken care of while designing the curriculum and delivering it to that age group. If too much is fed to the student in the name of curriculum then that will lead to curricula gap and the child would not be able to perform good in the subsequent stages. In the study, we intend to reveal the inefficiencies of the present curriculum and curriculum delivery at primary school level; and to suggest possible remedies to make it more relevant, realistic and achievable; thus reducing the burden on students.

3. Description of Topic

Education in the Vedic age was more focused on the overall growth of personality and was mainly delivered through Gurukulas. India was leading the world in education with universities like Nalanda, Takshila, Odantapuri, Vikramsila, Benaras and Navadip. (Rajkhowa, 2005). The gurukula system was uprooted during the British rule and by the time Britishers left India in 1947; the literacy rate was just 12%. Leaving behind the scars of British rule, India has now improved its education level and as per census 2011, the literacy rate is 74%.

The way ahead to place itself as a leading country in the world and to be in the top economic `powers is not easy and we need to invest in our primary education to get the desired results. The current education system in India as compared to its contemporary developed economies is lacking in practical aspects of learning and is focused more on theories. Long teaching hours is not going to help rather the content should be enriched to make the students more innovative. This will help reduce the weight of the bags that the student is carrying and simultaneously increase his thinking and innovative powers. The curriculum effectiveness and delivery need to be re-assessed and necessary changes need to be implemented in the curriculum to increase the proclivity of the students for learning.

4. Objectives of the Study

Following are the objectives of the research study:

1. To study the various components of curriculum at the primary school level.
2. To study the curriculum delivery mechanism utilized at the primary school level.
3. To analyse the quality of curriculum and curriculum delivery at the primary school level.
4. To ascertain the determinants in quality school education at primary level with respect to various stakeholder groups.
5. To recommend a set of initiatives that can be helpful for setting up an effective curriculum and to enhance its delivery at primary school level.

5. Research Methodology

This section outlines the flow of the research procedure and has been further categorized under:

5.1. Research Design

For conduct of the study, a descriptive research design will be used as the study is being conducted to describe the effectiveness of curriculum and delivery mechanism at primary school level.

Further, I will use the SERV-QUAL Model (Parasuraman, Zeithaml, and Berry, 1985) to assess the curriculum effectiveness (reliability) and delivery mechanism effectiveness (tangibility, responsiveness, assurance and empathy). In short, curriculum is the mode of inculcating skills in the students and the effectiveness of curriculum and its delivery will be measured through SERV-QUAL model.

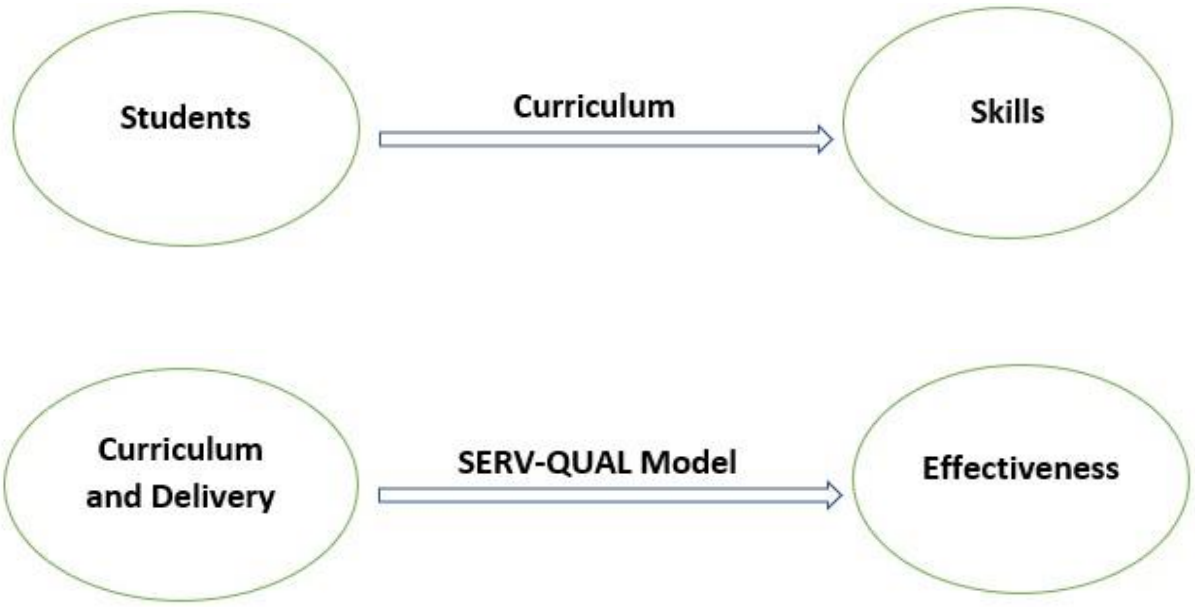


Figure 6: SER-QUAL model for curriculum effectiveness and delivery
Source : Self

5.2.Sample Area

The sample area for this study would be from Delhi.

5.3.Method of Data Collection

The data will be collected through semi-structured questionnaire along with personal interviews.

5.4. Sampling Units and Sample Size

A total of 25 primary schools from Delhi would be taken for the study and the sample units would include teachers, students, representatives from the school management and parents. Further, the break-up of the sample units would be as follows:

S.no.	Sample Unit	Sample size
1.	Students	20 students from each school
2.	Parents	Parents of the students taken in sample unit 1.
2.	Teachers	2 teachers from each school
3.	Representative from school management	1 representative from each school

Table 4: Sample Size

5.5.Analysis of Data

The data will be analysed with the combination of parametric and non-parametric test as per the prerequisite of objectives.

6. Proposed Outcome of the Research

Primary education is the foundation of education and governs the rest of education path for any student. Although India is improving in overall enrolment rate and literacy rates, still there are some deficits in the primary education curriculum. The study will describe the various aspects of the present primary school curriculum (content, teaching pedagogy, timings, inclusion of physical activity, morality, practical aspects) and curriculum delivery; along with the shortcomings impacting the desired impact on students. The study will also highlight the determinants in quality school education and will help in understanding the relationship between these determinants with effective curriculum; the study will also open out the ill effects on curriculum if these determinants are of sub-standard quality. Further, the study will propose remedial actions to improve the curriculum effectiveness. The recommendation based on the findings will assist policymakers to identify the issues with existing primary school curriculum and make the necessary amendments to make it more practical and need based.

References

Chauhan, K (2016). Education system in ancient India. *International Journal of History and Research, 6(2),* 1-4.

Kachappilly, K. (2003). Gurukula: A family with difference-- an exposition of the ancient Indian system of education –3rd International 'Soul in Education' Conference; Byron Bay, NSW, Australia

Selvamani, P (2019). Gurukula system- an ancient educational system of India. International Journal of Applied Social Science, 6(6),1620-22.

Deb P (2014). British Education Policy in India: The legacy still continues. Education. 4(10), 202-3.

Shah, Navinchandra R (2013). Literacy rate in India. International Journal of research in all subjects in multi languages, 1(7),12-16.

Komow B, Khanna R, Sharma RK (2012). Journey of higher education in India: an analysis of post-independence era. Asian Journal of Multi-dimensional Research. 1(1), 96-115.

Kumari N, Perumalli T (2018). Effectiveness of Elementary Education Curriculum in some CBSE schools of Patna with respect to teacher motivation and student achievement. Bhatter College Journal of Multidisciplinary Studies, 8(1), 18-30.

Chaudhary GK, Kalia R (2015). Development curriculum and teaching models of curriculum design for teaching institutes. International Journal of Physical Education, 1(4), 57-59.

India Gross Enrolment ratio: Primary Schools. Retrieved from India Gross Enrolment Ratio: Primary School: https://www.ceicdata.com/en/india/gross-enrolment-ratio-primary school/gross- enrolment-ratio-primary-school.

*India-Gross enrolment ratio in Primary Education. Retrieved from:*https ://knoema.com/atlas /India/ topics /Education/Primary-Education/Gross- enrolment-ratio-in-primary education.

Kaushal M (2012). Implementation of Right to Education in India: Issues and Concerns. Journal of Management & Public Policy, 4(1), 42-49.

British Education Policy in India: The Legacy Still Continues.

Yadav A, Makwana S, Jain DK (2016). Regulatory Bodies of education in India: Review. European Journal of Pharmaceutical and Medical Research, 3(3), 112-19.

Kumar DS (2012). Recent reforms in education in India- achievements and unfinished tasks. International Journal of Social Science & Interdisciplinary Research, 8(1), 82-94.

Lockheed, M.E., Verspoor, A.M. (1991). Improving Primary Education in Developing Countries. New York: Oxford University Press.

Levin, H. and Lockheed, M.E. (Editors) 1993. Effective Schools in Developing Countries. London/Washington D.C.: The Falmer Press.

Grover S, Singh NH (2002). The quality of primary education: a case study of Madurai and Villupuram districts in Tamil Nadu, India.

Mooij, J. (2008). Primary education, teachers' professionalism and social class about motivation and demotivation of government school teachers in India. International Journal of Education Development, 508-523.

Mehrotra, S. (2006). Reforming elementary education in India: A menu of options. International Journal of Education Development, 261-277.

Majumdar, M., & Mooij, J. (2011). Education and Inequality in India: A classroom view. Routledge.

Govinda, R. (2002). India Education Report: A Profile of Basic Education. Oxfortd University Press.

Rajkhowa SC (2005). Ancient European and Indian universities. Encyclopaedia of higher education, 3, 1-6.

Huitt W, Hummel J (2003). Piaget's theory of cognitive development. Educational Psychology Interactive, 1-5.

Simatwa Enose MW (2010). Piaget's theory of intellectual development and its implication for instructional management at presecondary school level. Educational Research and Reviews, 5(7), 366-371.

Primary Schools in Japan. Retrieved from:https://www.nier.go.jp/English/educationjapan/pdf /2011098E.pdf.

Primary Stage. Retrieved from: http://ncert.nic.in/html/pdf /syllabus/syllabus/primary _stage .pdf

Guide to Education System in the United States. Retrieved from: https: //isss. umn.edu/pu blications/USEducation/2.pdf

Illinois Learning Standards. Retrieved from: https:// web.archive. org/web/201004 1401 4841 /http://www.isbe.state.il.us/ils/

Illinois State Board of Education – Illinois Learning Standards". Isbe.state.il.us. Archived from the original on 2010-04-14. Retrieved 2010-04-1.

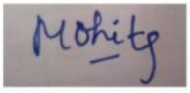
Parasuraman A, Zeithaml VA, Berry LL (1985). A conceptual model of service quality and its implications for future research. Journal of Marketing, 49, 41-50.

Pritchett L, Beatty A (2012). The Negative Consequences of Overambitious Curricula in Developing Countries. Retrieved from:https://www.cgdev .org /sites/default /files /1426129_file_Pritchett_Beatty_Overambitio us_FINAL_0.pdf.

Sankaran (2015). Indian Education Crisis: Challenges in Curriculum Building. Retrieved from https://ssrn.com/abstract=2572741 or http://dx.doi.org/10.2139/ssrn.2572741

MOHITA_BHARDWAJ_Short_Synopsis_20.4.20

by Mohita 2 Bhardwaj



Submission date: 20-Apr-2020 02:29PM (UTC+0530)
Submission ID: 1302462809
File name: MOHITA_BHARDWAJ_Short_Synopsis_20.4.20.doc (463.5K)
Word count: 5415
Character count: 30131

MANAV RACHNA
Vidyaantarikshah

Dr. O.P. Bhalla Central Library
Manav Rachna International Institute of Research and Studies
(A deemed-to-be-university under section 3 of UGC Act 1956)

SIMILARITY VERIFICATION CERTIFICATE

Title: Effectiveness of Curriculum & Delivery Mechanism: A Study of Primary Schools in Delhi

Researcher: Mohit Bhardwaj
Registration Number: 18/Ph.D/0040

Supervisor: Dr. Deepti Dabas
Department: FMS, MRIIRS

This is to certify that the above mentioned Short Synopsis/Thesis was scanned for similarity index through Turnitin Software on 20-Apr-2020 with submission ID 1302416289 and the similarity index was found to be 9%. The complete report running into 25 Pages, 5415 Word count with File Size 3295 KB is being forwarded to the Research Supervisor/DRC/DRB for review

Date: 7-01-2021

Dr. O.P. BHALLA CENTRAL LIBRARY
7/1/2021
MRIIRS, Faridabad

The complete report of the above Short Synopsis/Thesis has been reviewed and the similarity index is below the accepted norms as per the University Grants Commission (Promotion of Academic Integrity and Prevention of Plagiarism in Higher Educational Institutions) Regulations 2018. The Short Synopsis/Thesis may be considered for further processing

Mohit
Research Scholar

Research Supervisor 07/01/2021

MOHITA_BHARDWAJ_Short_Synopsis_20.4.20

ORIGINALITY REPORT

Excluding matches
less than 14 words

9%	6%	0%	8%
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS

BHALLA CENTRAL LIBRARY
MAIMS, Faridabad
7/1/2021

Mohit

PRIMARY SOURCES

1	www.studentvisaexpert.com Internet Source	2%
2	Submitted to Western Governors University Student Paper	1%
3	Submitted to University of Glamorgan Student Paper	1%
4	Submitted to Colorado Technical University Online Student Paper	1%
5	en.wikipedia.org Internet Source	<1%
6	Submitted to American Intercontinental University Online Student Paper	<1%
7	Submitted to College of Coastal Georgia Student Paper	<1%
8	Submitted to Australian National University Student Paper	<1%

9	Submitted to Shivaji University Student Paper	<1%
10	bednotes.blogspot.com Internet Source	<1%
11	Submitted to Seminole Community College Student Paper	<1%
12	www.hometuitionbangalore.com Internet Source	<1%
13	Submitted to Indian Institute of Management, Bangalore Student Paper	<1%
14	www.education.gov.za Internet Source	<1%
15	targetstudy.com Internet Source	<1%
16	Submitted to Griffth University Student Paper	<1%
17	docplayer.net Internet Source	<1%
18	Submitted to BML Munjal University Student Paper	<1%

Exclude quotes	On	Exclude matches	< 14 words
Exclude bibliography	On		